

Fayetteville State University DigitalCommons@Fayetteville State University

Collegiate Learning Assessment Instructors'
Reports

Academic Affairs – Quality Enhancement Plan

3-18-2009

CLA Project Report

Audrey Muhammad

Fayetteville State University, amuhamm1@uncfsu.edu

April Raines

Fayetteville State University, araines1@uncfsu.edu

Follow this and additional works at: http://digitalcommons.uncfsu.edu/div_aa_wp

Recommended Citation

Muhammad, Audrey and Raines, April, "CLA Project Report" (2009). *Collegiate Learning Assessment Instructors' Reports*. Paper 5.
http://digitalcommons.uncfsu.edu/div_aa_wp/5

This Article is brought to you for free and open access by the Academic Affairs – Quality Enhancement Plan at DigitalCommons@Fayetteville State University. It has been accepted for inclusion in Collegiate Learning Assessment Instructors' Reports by an authorized administrator of DigitalCommons@Fayetteville State University. For more information, please contact xpeng@uncfsu.edu.

CLA Project Report

****Developed by****

Ms. Audrey Muhammad and Mrs. April Raines, University College

1. Course Information

The CLA Performance task was administered in my University 101 classes, which consist of primarily freshmen students.

2. **Performance Task**: Students were asked to utilize the attached articles on Alcoholism as evidence and read the Boz Story in the Excellence, Mastery and Maturity book. Next, they were asked to complete a CLA sample exercise in class that will count as an essay grade for the Healthy Choices Essay. These documents were included because they were easily accessible to the students. Also, the documents were used to help inform students on common Testing language or verbiage. Students had to integrate both narrative and quantitative information. However, the emphasis was placed on the narrative forms.

3. **Performance Task Administration**

- a. Students were first given the performance task in December 2008.
- b. The CLA performance task counted as an essay grade worth 50 points.

4. **Student Performance** -Students became familiar with common “test verbiage” that is not only used for the CLA, but language they will encounter in other classes.

Outcome: After administering the CLA to our freshmen seminar classes in the Fall 2008 and evaluating the essays, we found that 87% of the students utilized and quoted from the articles to add support to their papers. Seventy-six percent of the students wrote full essay responses of 4 paragraphs or more. Ms. Muhammad had students revise papers that fell under the guidelines or instructions were not followed.

5. **Recommendation and follow-up**

- a. **Knowing that our students’ performance on the CLA will be a part of our institutional assessment, I will continue to incorporate the following in my courses:**
 - Make sure students become familiar with common “test verbiage”
 - Teach brainstorming techniques to assure students have adequate skills to develop support for their essays. This is important because an unfortunate issue is that students often do not write “enough” for essays, test questions etc. A response should be an essay, not a simple short answer response. Brainstorming techniques such as clustering, listing, etc. will be discussed.
- b. **I offer all faculty members the suggestions above along with asking them to review the essay structure with students.**

